

By-Schalock, H. Del

Appendix A. A First Approximation to a Taxonomy of Learner Outcome.

Northwest Regional Educational Lab., Portland, Oreg.

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To provide effective instruction, a taxonomic framework is proposed which (1) includes all possible learner outcomes yet is understandable and manageable, (2) provides order to currently existing taxonomies of learner outcomes, and (3) facilitates instructional planning. Domains of organismic adaptation roughly corresponding to (1) the need for internal regulatory mechanisms that permit survival and growth of the organism (regulatory domain), (2) the need for interpersonal relationships which lead to the perpetuation and social ordering of the species (interpersonal domain), and (3) the need for competencies which permit adaptations to external environmental demands (cognitive domain) may be identified. Each domain is composed of three systems: regulatory-physical, emotionality, and identity; interpersonal-sexual, status, and friendship-love; cognitive-psychomotor, intellectual, and attitudinal. It is assumed that only cognitive or competence outcomes are "learned." Outcomes in the vital domain are viewed as accrued "residue" from all that happens to an organism in the course of its existence, while outcomes in the interpersonal domain are seen as "shaped" rather than learned. (This document and SP 002 156-SP 002 180 comprise the appendixes for the ComField Model Teacher Education Program Specifications in SP 002 154.) (Author/SG)

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APPENDIX A--A FIRST APPROXIMATION TO A TAXONOMY OF
LEARNER OUTCOME

H. Del Schalock

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Submitted for a Consortium of
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Northwest Regional Educational Laboratory
400 Lindsay Building
710 S. W. Second Avenue
Portland, Oregon 97204

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A First Approximation to a Taxonomy of Learner Outcome

H. Del Schalock

Central to the provision of any effective instructional experience is clarity as to the outcome one wishes to obtain as a consequence of the experience. This article of faith rests upon the assumption that instructional decisions are inseparably linked with the outcome or educational objective that one is striving for. Instruction involved in toilet training may be quite different than instruction involved in helping a child learn to experience disappointment without crying. Similarly, helping children make discriminations involves a different set of instructional operations than does helping them master concepts or principles. The point is, simply, that instruction takes its focus, content, and often its form, from the nature of the outcome that is being pursued. For this reason, decisions regarding the design of instructional experience must be tied to learner outcomes.

In the design of formal instructional systems, the desired outcome must be specified explicitly and defined in operational or behavioral terms. In carrying on less formal instruction the outcome desired may or may not be made explicit but it must be clearly in mind, for here, as in formal instructional systems, both the content and operations of instruction are dependent upon it. Granting the validity of this point of view, two critical questions arise: 1) "What are the most relevant classes of learner outcomes to pursue?" and 2) "How does one put these forth so as to maximize the instructional decisions intended to bring them about?" The first question, of course, is not new to education, but the second is, and it is on the second question that the present paper focuses.

Most simply stated the aim of the paper is to outline a taxonomy of learner outcomes that has utility in the design of instructional experiences. Put more exactly, the aim of the paper is to develop a first approximation to a taxonomic framework which 1) is exhaustive of all possible learner outcomes, yet is understandable and manageable; 2) provides order to the myriad of taxonomies of learner outcomes that currently exist; and 3) increases the probability that the user of the taxonomy will make sound decisions in planning either formal or informal instructional experiences. The basic assumption underlying the effort to develop such a taxonomy is that

the instructional conditions needed to effectively bring about various kinds of learner outcomes will vary according to the classification of outcomes on the taxonomy, that is, that there is a systematic relationship between classes of instructional content, operations and learner outcomes. This, of course, is highly probable since instruction has been able to be ordered with some degree of effectiveness and since patterns in instruction are recurrent. If it were not probable the task of the instructional designer would seem to be relatively hopeless, for each outcome to be developed would require the arrangement of an essentially different set of instructional experiences. The rationale underlying the effort is relatively straightforward: 1) such a taxonomy is needed, and 2) it's not currently available.

An emerging theory of human development (Schalock, 1968) has been used as a basis for ordering developmental outcomes into the system that appear in the taxonomy. Briefly stated the theory holds that three broad classes of adaptive systems have arisen over the course of the evolutionary history of man, corresponding roughly to 1) the need for internal regulatory mechanisms that lead to the survival and growth of the organism (the regulatory or vital domain); 2) the need for interpersonal-relational systems which lead to the perpetuation and viable social ordering of the species (the interpersonal or generative domain); and 3) the need for competencies which permit the adaptation of the organism to the demands of the external environment (the cognitive or competence domain). Within each of these three major domains the theory holds that three adaptive systems operate, each corresponding roughly to the major acts of adaptive demands that appeared with each benchmark of biological evolution. Thus, as biological evolution progressed, new classes of regulatory or vital mechanisms, new classes of interpersonal or generative relationships and new classes of competencies or commitments were needed in order to meet the demands of increasingly complex organisms in increasingly complex environments. Ultimately, through the constant process of adaptation, viable adaptive subsystems finally became part of the genetic inheritance of man. The theory holds that as a consequence each human being, through the interaction of experience and genetic programming, develops and maintains the nine adaptive systems outlined above. It holds further that developmental tasks, learner outcomes and, in fact, all of human experience gets ordered in relation to these systems. The three major domains of human development, their adaptive systems, and the evolutionary epochs in which the systems evolved appear in Table 1.

Several features of Table 1 require comment in light of existing taxonomies. First there is no set of outcomes labeled "affective." Instead, the taxonomy explicitly defines emotional outcomes and

Table 1. The adaptive systems of man, ordered according to the nature of the adaptation required and the evolutionary period during which they appeared.

ADAPTIVE SYSTEMS					
EVOLUTIONARY BENCHMARKS AND EPOCHS	Regulatory or Vital Domain	Interpersonal or Generative Domain	Cognitive or Competence Domain		
	Physical Systems	Sexual Systems	Psycho- motor Systems	Intellec- tual Systems	
		Emotional Systems	Status Systems		Friend- ship Love Systems
		Identity Systems			
Benchmark 1: The appearance of life Evolutionary Epoch 1: organismic evolution				Attitudinal Systems	
Benchmark 2: The appearance of chordates Evolutionary Epoch 2: Social evolution					
Benchmark 3: The appearance of man Evolutionary Epoch 3: Cultural evolution					

attitudinal outcomes, and thus separates two of the major concepts that have come to be entwined in the notion of affective outcomes. Conceptually, in the present scheme, attitudinal outcomes substitute for affective outcomes (in the Krathwohl'sian sense) and thus are learned, whereas emotional outcomes are more generalized and relatively unaffected by learning (except, perhaps in the Pavlovian sense).

Second, the term cognition has been used as the generic term for all classes of learning or competence outcomes, with the term intellectual outcomes substituting for it in the usual psychomotor-cognitive-affective triumverate.

Third, it is assumed that only cognitive or competence outcomes are "learned" outcomes; outcomes in the vital domain are viewed as accruing as a "residue" from all that happens to an organism in the course of its existence, and outcomes in the interpersonal domain are seen as being "shaped" rather than learned. While such terminological gambits may have the appearance of playing word games they are not intended as such. In the present view the influence process in the vital and generative domains is conceived to be something other than teaching, and the processes by which vital and generative outcomes evolve are viewed as something other than learning. To be sure, one may learn about vital and generative outcomes, but one doesn't develop outcomes in these domains through learning. What the specific developmental and influence processes are within these areas is yet to be determined, but there is a fair probability that they will be something other than that which we now characterize as learning. The present effort, including the rather crude terminology, represents a first effort to give credence to the probability of their existence.

The following table is illustrative of the learner outcomes which need to be attended to. It also attempts to provide a qualitative definition for each of the three major domains of human outcomes. (See Table 2)

Table 2. CLASSES OF LEARNER OUTCOMES

Domain	Regulatory or Vital			Interpersonal or Generative			Cognitive or Competence		
System	Physical	Emotion-ality	Identity	Sexual	Status	Friendship-Love	Psychomotor	Intellectual	Attitudinal
Components of System (Initial Breakout)	Structural	happy-angry	Self-definition	Reproductive Capabilities	Authority	Sensitivity	Laterality	Discriminations	Interests
	Functional	joyful-morose	Self-direction	Sex role: performance definition	Territoriality	Concern	Reflex	Associations	Values
Indicative Behaviors		confident-anxious			Competition	Respect	Direction-ality	Principles	Commitment
		loving-hostile	Self-evaluation					Operations	
Indicative Behaviors	eating	crying	boastfulness	discussion of or reference to reproduction or sexuality	fighting	showing another individual concern	skipping	classify	choosing
	sleeping	fearfulness	personal negation	exploration of sexual organs	testing	another individual concern	writing	order	persisting
Indicative Behaviors	resting	upset over frustration	defensiveness	sexual organs	conforming	talking with a neighbor	playing	naming	initiation
	dressing	etc.	confidence	etc.	threatening	telling how much another is liked or loved	ocular movement	describing	responsibility
Indicative Behaviors	exercising				etc.		manipulation	stating a principle	etc.
	injury						construction	etc.	
Indicative Behaviors	etc.						etc.		

CLASSES OF LEARNER OUTCOMES

Initial thinking in one system from each of the three domains

I. Vital Domain

A. Identity System

General Objective:

Student will develop realistic perceptions of himself and his relationship to others.

Sub-Objectives:

1. Student will feel he is an adequate person
 - a) makes constructive use of criticism.
 - b) accepts some failure as inevitable
 - c) recognizes personal limitations
 - d) accepts origin and past experiences
2. Student will feel responsible for his own behavior
 - a) optimistic about his capacity to improve
 - b) displays ability to correct unacceptable behavior
 - c) actively seeks perception checks
3. Student will set realistic goals and standards for himself
 - a) adjust expectancies in terms of success and failure
 - b) aware of situational limitations
 - c) accepts social role demands
4. Student trusts his perceptions about people
 - a) will demonstrate independence in the decision-making process
 - b) feels he is part of worthy groups
 - c) evaluates alternative perceptions of people carefully

II. Generative Domain

A. Friendship-Love System

General Objective:

Student will learn to share and develop close friendships

Sub-Objectives:

1. Student will demonstrate helping relationships
 - a) recognizes a peer in need of help
 - b) responds appropriately to a situation in which a peer requires help
 - c) recognizes when help is no longer needed
2. Student will demonstrate he can be helped
 - a) asks for help in appropriate manner
 - b) responds to assistance
 - c) expresses appreciation for assistance
3. Student will demonstrate that he has concern for welfare of others
 - a) will demonstrate respect for property or space rights of others
 - b) will assist actively in group projects
 - c) will be able to identify and accept the uniqueness of each person
4. Student will demonstrate he respects the opinion and ideas of others
 - a) differentiates facts, opinions, and assumptions
 - b) accepts various means on issues and plans
 - c) shares own ideas with others

III. Cognitive Domain

A. Attitudinal Systems

General Objectives:

Student will develop attitudes toward learning which will help in becoming a flexible individual

Sub-Objectives:

1. Student will demonstrate he can use logic or reason in a situation before he tries a solution to a problem
2. Student will demonstrate he has developed willingness to take a chance or try in a learning situation

3. Student will demonstrate he will accept his own opinion when he doubts an "authority"
4. Student will demonstrate he can assess his own attitudes as well as those of others